DOCUMENT RESUME

ED 340 945 CE 060 301

AUTHOR Imel, Susan
TITLE Career Development Outcomes. Trends and Issues Alerts.
INSTITUTION ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE 91
CONTRACT RI88062005
NOTE 3p.
PUB TYPE Information Analyses - ERIC Clearinghouse Products (071) -- Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Behavioral Objectives; *Career Development; Career Guidance; Competence; *Educational Objectives; Elementary Secondary Education; Guidelines; Outcomes of Education; Program Effectiveness; Program Evaluation; *School Guidance; *State Standards
IDENTIFIERS *National Career Development Guidelines

ABSTRACT

Because of changes in the economy, in technology, and in attitudes of employers and employees, career development and career guidance are receiving increased attention. Measurement of outcomes is increasingly necessary to determine the career development progress of all students and workers, especially women, minorities, and recent immigrants. It seems most appropriate that career development be delivered through comprehensive, systematic, and sequential programs available to all youth and adults throughout the life span. As a part of developing and delivering this type of career development program, planners and policy makers frequently identify desired outcome indicators or standards. The National Career Development Guidelines developed by the National Occupational Information Coordinating Committee (NOICC) are a recent example of a project that developed outcome measures and standards. Desired outcomes of comprehensive career guidance programs for participants at the elementary, middle school, secondary, and adult education levels have been identified and included in these guidelines. In addition, competencies that participants should gain at each level have been specified and indicators that individuals have attained those competencies are listed. The NOICC Guidelines also identify a process that states and local organizations can use to develop and implement standards for comprehensive career development programs at all levels. Connecticut and California have also set guidelines for career development programs. (This publication contains an annotated list of 12 print resources and 7 resource organizations.) (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ERIC Clearinghouse on Adult, Career, and Vocational Education

TRENDS AND ISSUES ALERTS

CAREER DEVELOPMENT OUTCOMES

ED340945

Currently, the fields of career development and career guidance are receiving increased attention. Career development has assumed greater importance due to changes in the economy, technology, and attitudes of employers and employees. Measurement of outcomes is increasingly necessary to determine the career development progress of all students and workers, especially women, minorities, and recent immigrants.

It seems most appropriate that career development be delivered through comprehensive, systematic, and sequential programs available to all youth and adults throughout the life span. As a part of developing and delivering this type of career development program, planners and policy makers frequently identify desired outcome indicators or standards. In the literature the terms educational indicator, quality indicator, outcome indicator, performance standard, and performance measurement are used interchangeably, and there is general agreement that outcome indicators or standards are single or composite statistics that reveal something about the performance or health of an educational system. Recently, quality or performance indicators have become a barometer for the nation's education wellness (Imel 1990).

The National Career Development Guidelines developed by the National Occupational Information Coordinating Committee (NOICC) are a recent example of a project that developed outcome measures and standards. Desired outcomes of comprehensive career guidance programs for participants at the elementary, middle school, secondary, and adult education have been identified and included in the National Career Development Guidelines. In addition, competencies that participants should gain at each level have been specified and indicators that individuals have attained those competencies are listed (Splete and Stewart 1990).

The NOICC Guidelines also identify a process that states and local organizations can use to develop and implement standards for comprehensive career development programs at all levels. The standards provide the criteria for setting up new programs, evaluating the effectiveness of ongoing programs, and improving program quality (ibid.).

Examples of state leadership in setting career development program standards also exist. The Connecticut State Board of Education (1987) has established standards of knowledge and skills for educated citizens that include attributes and attitudes, skills and competencies, and understandings and applications, many of which relate to career development. The California State Department of Education (1990) has developed model curriculum standards, a program framework, and a process guide that will assist schools in California in providing career-vocational education programs that are responsive to a world marketplace characterized by constantly changing technology.

This ***Trends and Issues Alert*** lists resources that provide information about outcomes in career development. They can be used by individuals wishing to develop, implement, or assess outcome measures for career development programs.

CE 060 301

Resources

Borton, B.; Berg, J.; Nelson, R.; and McIntyre, C. "Did Career Education Help? A Follow-Up Study of Milwaukee High School Career Specialty Graduates." Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, March 1982. (ERIC Document Reproduction Service No. ED 212 903).

Reports on the results of a follow-up study assessing the effectiveness of the Milwaukee public high school career specialty programs. Of the 160 program graduates completing surveys in the first, second, and fifth years following high school graduation, 63 percent were continuing their education, over two-thirds were in their high school specialty field, and 68 percent were employed.

California State Department of Education. ***Model Curriculum Standards, Program Framework, and Process Guide for Industrial and Technology Education in California.*** Sacramento: Division of Career-Vocational Education, CSDE, 1990. (ERIC Document Reproduction Service No. ED 323 316).

This three-section document contains the model curriculum standards, program framework, and process guide developed to assist schools in California in providing career-vocational education programs that are responsive to a world marketplace characterized by constantly changing technology.

Connecticut State Board of Education. ***Connecticut's Common Core of Learning.*** Hartford: CSBE, January 1987. (ERIC Document Reproduction Service No. ED 295 040).

Connecticut's Common Core of Learning contains standards of knowledge and attitudes that are expected of Connecticut public secondary school graduates. Careers and vocations are addressed as a part of the section on understandings and applications.

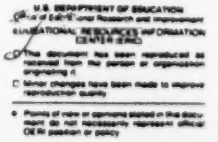
Fletcher, J. K. "Student Outcomes: What Do We Know and How Do We Know It?" ***Journal of Cooperative Education*** 26, no 1 (Fall 1989): 26-38.

This review of representative research in cooperative education related to student benefits finds that outcomes can be clustered in three categories: career development, career progress, and personal growth.

Hotchkiss, L., and Vetter, L. ***Outcomes of Career Guidance and Counseling.*** Columbus: National Center for Research in Vocational Education, The Ohio State University, 1987. (ERIC Document Reproduction Service No. ED 279 899).

Describes career guidance and counseling program quality indicators developed from a study using the 1980 sophomore and senior cohorts of the High School and Beyond database.

Imel, S. ***Vocational Education Performance Standards. ERIC Digest No. 96.*** Columbus: ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, 1990. (ERIC Document Reproduction Service No. ED 318 914).



Examines some vocational education experiences with outcome measures, describes proposed approaches, and enumerates potential issues and challenges in establishing performance standards.

Mitchell, V.; Russell, E.; and Benson, C. S. *Exemplary Urban Career-Oriented Secondary School Programs.* Berkeley, CA: National Center for Research in Vocational Education, November 1989. (ERIC Document Reproduction Service No. ED 312 502).

Identifies key factors in the success of nine urban high schools that prepare students for specific occupational fields as well as for college entrance in order to stimulate discussion and action that will encourage further development of exemplary career-related and college preparatory education.

North Carolina State Department of Public Instruction. *Student Achievement in Career Development Program Pilot Units 1985-88.* Raleigh: Division of Personnel Relations, NCSDPI, November 1988. (ERIC Document Reproduction Service No. ED 303 637).

Reports on a 4-year career development pilot program that used a variety of incentives, evaluation strategies, and staff development activities to improve teachers' skills, and, indirectly, the achievement of students.

Northwest Regional Educational Laboratory. *The National Career Development Guidelines. State Resource Handbook.* Portland, OR: NWREL, 1989. (ERIC Document Reproduction Service No. ED 317 880).

This handbook includes information provided by 24 states using the National Career Development Guidelines to develop state-level guidelines and standards. Its five sections are "Supporting Career Development Programs," "State Standards and Guidelines," "Setting State Standards and Guidelines," "Funding Career Development Programs," and "Providing Technical Assistance to Local Programs."

Splete, H., and Stewart, A. *Competency-Based Career Development Strategies and the National Career Development Guidelines. Information Series no. 345.* Columbus: ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, 1990. (ERIC Document Reproduction Service No. ED 327 739).

Provides an overview of the National Career Development Guidelines, which were used by the authors as a basis for analyzing over 1,500 ERIC abstracts. The abstracts are coded by National Guidelines areas and competencies as well as educational level (elementary, middle/junior high, high school, 2-year community college, 4-year college/university, business/industry, and community agency). Sample career development activities are provided for each level.

Tallmadge, G. K., and Yuen, S. D. *Study of the Career Intern Program. Final Report–Task B: Assessment of Intern Outcomes.* Mountain View, CA: RMC Research Corporation, May 1981. (ERIC Document Reproduction Service No. ED 206 842).

Reports on the results of a study assessing the impact of the Career Intern Program, an alternative high school designed to enable disadvantaged and alienated dropouts or potential dropouts to earn regular high school diplomas and be prepared for employment.

Tennyson, W. W.; Hansen, L. S.; Klaurens, M. K.; and Antholz, M. B. *Career Education: Some Essential Learner Outcomes. Primary Grades K, 1, 2, 3.* St. Paul: Minnesota State Department of Education, March 1981. (ERIC Document Reproduction Service No. ED 220 571).

———. *Career Education: Some Essential Learner Outcomes. Intermediate Grades 4, 5, 6.* (ED 220 572).

———. *Career Education: Some Essential Learner Outcomes. Junior High Grades 7, 8, 9.* (ED 220 573).

———. *Career Education: Some Essential Learner Outcomes. Senior High Grades 10, 11, 12.* (ED 220 574).

These guides contain some essential learner outcomes (SELOs) for career education for schools in Minnesota. SELOs, which are selected samples of knowledge statements considered as essential learning outcomes for students in each of the subject areas taught in schools, are organized as seven management tasks: reality testing of a self-concept, awareness of preferred life-styles, reformulation of tentative career goals, increasing familiarity with work settings and occupations, acquiring knowledge of educational and vocational paths, clarification of the decision-making process as related to self, and commitment with tentativeness within a changing world.

Resource Organizations

American Association for Career Education, 2700 Amby Place, Hermosa Beach, CA 90254-2216 (312/864-2040).

American Vocational Association, 1410 King Street, Alexandria, VA 22314 (703/683-3111).

ERIC Clearinghouse on Adult, Career, and Vocational Education, 1900 Kenny Road, Columbus, OH 43210-1090 (614/292-4353 or 800/848-4815).

National Career Development Association, Counselor Education Department, Box 13857, Denton, TX 76203 (817/565-2918).

National Career Education Leaders' Communication Network, Bluemont Hall, Kansas State University, College of Education, Manhattan, KS 66506-5301 (913/532-5889).

National Occupational Information Coordinating Committee, 2100 M Street, NW, Suite 156, Washington, DC 20037 (202/653-5665).

Oregon Occupational Information Coordinating Committee, 875 Union Street NE, Salem, OR 97311 (503/378-8146).

This *Trends and Issues Alert* was developed in 1991 by Susan Imel with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. RI88062005. Opinions expressed do not necessarily reflect the position or policies of OERI or the Department. *Trends and Issues Alerts* may be freely reproduced.

CENTER ON EDUCATION AND TRAINING FOR EMPLOYMENT
THE OHIO STATE UNIVERSITY
1900 KENNY ROAD • COLUMBUS, OHIO 43210
Telephone: (614) 292-4353 or (800) 848-4815